



St Godric's RC Primary School

Carrhouse Drive, Framwellgate Moor, Durham, DH1 5LZ

School Unique Reference Number: **114271**

Inspection dates:	14 – 15 November 2018
Lead inspector:	Martin Humble

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Religious Education:		Outstanding	1
Collective Worship:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Godric's RC Primary School is an outstanding Catholic school because:

- St Godric's is a very warm, welcoming and vibrant school where everyone shares the headteacher's clear vision. The mission and ethos of Catholic education is at the heart of this faith community.
- The quality of Religious Education is outstanding. Overall, outstanding teaching and subject knowledge ensure that most pupils make good progress over time. Pupils enjoy their learning and concentrate very well. Behaviour is exemplary.
- The Catholic Life of the school is outstanding because the spiritual well-being and personal development of pupils and staff underpin all that the school does. Pupils are actively involved in a range of activities which support their community and beyond, contributing significantly to their moral, social and emotional development.
- The quality of Collective Worship is outstanding. Worship is central to the life of the school and pupils, guided by skilled staff, demonstrate the skills necessary to deliver high quality acts of worship.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Godric's is an average sized primary school in Framwellgate Moor, on the edge of Durham City, serving the parish of The Durham Martyrs.
- Children's skills on entry are typical for their age.
- The proportion of pupils who are known to be eligible for pupil premium is well below average.
- The proportion of pupils with Special Educational Needs support plans is well below average with no pupils requiring Educational Health Care Plans.
- Almost all pupils come from a White British background.
- A very small minority of pupils have English as an additional language.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To develop assessment in Religious Education by:
 - adopting the use of the 'Age-Related Standards in Religious Education' in line with Diocesan guidelines.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. Pupils have a deep sense of belonging to their 'school family' and parents comment that, 'St Godric's offers a welcoming and nurturing environment for all children'.
- Pupils wholeheartedly appreciate, value and participate in the Catholic Life of the school with the mission statement central to the daily routines and viewed as a living document. The Catholic ethos is tangible throughout the school.
- Pupils evaluate their input into the Catholic Life and the impact of their actions on their community on a regular basis. Pupils say they feel valued and very confidently express their ideas and feelings.
- Pupils demonstrate a very good understanding of the importance of how they live their lives and how they treat others. Pupils are happy, confident and secure in their own stage of spiritual growth, demonstrating exemplary behaviour towards adults and each another.
- Pupils are at the heart of school celebrations and, through very strong parish links, pupils worship with parishioners on a very regular basis in the school chapel. Pupils are able to extend their relationship with the local community particularly through the actions of the Mini Vinnies group.
- Pupils willingly and eagerly take on positions of responsibility and leadership within the school. Pupils confidently talk about the various causes they support, effectively promoting the Catholic character of the school, such as CAFOD, Fair Trade, a Justice and Peace project in the Benwell area of Newcastle and the 'Many Hands' project.
- The school community recently received the Gold Award as a Rights Respecting School organised by a steering group of pupils, parents, grandparents, staff and governors.

The quality of provision for the Catholic Life of the school is outstanding.

- The Catholic values of the school are given the highest priority and are embedded in the daily life of St Godric's. The mission statement is a vital part of school life in which all members of the community have played a part in shaping. This living statement continues to be reviewed to ensure it represents the current school community.
- Excellent relationships exist within the school community with all stakeholders fully committed to making the school the best that it can be. Staff, governors, parents and pupils are all encouraged to be involved in school life and communication is a strength of the school.
- The school is a very prayerful community where all members of the community feel welcomed. Parents comment that, 'St Godric's offers a very warm welcome to all, which is particularly important when you have moved from another country'. There is a strong sense of family and parents take advantage of the many opportunities to worship and pray with their children.
- St Godric's is a school committed to Catholic tradition and ethos. The Catholic character of the school is evident in the creative displays and sacred spaces prominently featured around the school, the chapel and the recently developed Peace Garden.
- Clear policies and procedures are in place which are carefully planned to reflect the Catholic Life of the school for both pupils and staff. They provide high levels of support for pupils (Rainbows and Getting Along programmes), staff and the wider community.
- Pupils support each other through the Emotional Wellbeing Ambassadors and the buddy and mediation systems in place. The children operate the 'Fill a Bucket' initiative to nominate others for acts of kindness.
- Pupils are clearly supported throughout school by a range of pastoral opportunities provided by the school chaplain and school staff. All staff play their part and everyone is valued for their contribution.
- There is an explicit commitment to the most vulnerable and needy with regular fundraising and food collections.
- The Relationships and Sex Education programme is well established and delivered effectively at age appropriate levels following the Diocesan model, Journey in Love.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Leaders and managers throughout the school are instrumental in ensuring that the church's mission in education is lived and breathed by all connected with the school. They have a very clear understanding of the vision of Catholic education and role of the Catholic school in the mission of the church.
- Governors are active within the school community and fully participate in the Catholic Life of the school.
- Leaders are highly ambitious for all children. The headteacher, school chaplain and parish priest are excellent role models and are motivated and enthusiastic about the journey that the school is on.
- The school has developed very successful strategies for engaging with parents and carers, who have a clear understanding of the school's mission.

- The Catholic Life of the school is monitored by all stakeholders on a regular basis to inform priorities and evaluate success. Governors are confident in holding the leadership team to account, whilst being actively involved in supporting its mission. They have an excellent grasp of the challenges faced by the school and work very effectively with the headteacher.
- The school's self evaluation is rigorous and accurate, gathered from a range of sources. It has clear links to the school improvement plan and is focused on improvements for pupil outcomes.
- The spirituality of staff is a priority and opportunities for the spiritual development of all staff are provided through regular prayer opportunities and the developing support of the school chaplain.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Pupils enjoy and understand the value of Religious Education, demonstrating passion and commitment in their learning. Behaviour in lessons is very good with pupils concentrating very well and displaying very positive attitudes to their learning.
- Teachers' high expectations ensure pupils make good progress across a range of skills and are developing well in their knowledge and understanding. They demonstrate excellent prior knowledge and are able to use this well in their new learning.
- Outcomes for pupils are very good overall. From average starting points in early years foundation stage (EYFS) pupils make good progress through key stage one. Good progress continues throughout key stage two and exercise books evidence a very good standard of work.
- Inspection findings and evidence presented by the school shows no notable differences between groups of learners. Pupils identified as having special educational needs make good progress because of the quality of targeted support from skilled staff.
- Pupils speak about their lessons being creative and providing opportunities for them to get, 'closer to God and understand the stories in the Bible'.
- Pupils fully understand where they are in their learning journey and what they need to do to improve.
- Pupils have a pride in their work evidenced in well-presented books and thoughtful dialogue with teachers ensures interest and wonder is maintained.

The quality of teaching and assessment in Religious Education is outstanding.

- Teaching is mainly very good with some examples of outstanding teaching. In the best lessons pupils are set challenging tasks which are well matched to their learning needs and which successfully engage all pupils. Teachers demonstrate high expectations of behaviour and engagement and, as a result, pupils concentrate well.
- In lessons, tasks are very well matched to the learning objective to promote good learning. Activities are consistently matched to pupils' abilities to engage all groups of learners and to enable them to work independently.
- Relationships between staff and pupils are very positive and are a real strength of the school. Support staff are used effectively to reinforce learning and to support and extend pupils of different abilities.

- Assessments are regular and the school has developed a rigorous tracking system. The levelling of pupils' work is consistently accurate as teachers are confident with levels of attainment in Religious Education. The school is in a good position to move forward with the forthcoming 'Age-Related Standards (3-19) in Religious Education'.
- Teachers use Diocesan plans and guidance to deliver well planned activities through a range of teaching strategies which help pupils to develop and extend their knowledge and foster curiosity and enthusiasm.
- Teachers make good use of time to maximise learning and develop a range of skills, interpreting signs and symbols, asking significant questions and engaging with religious ideas.
- High quality resources are used effectively to optimise learning for each pupil. The school have visits to the Emmaus Village, Durham Cathedral, Finchale Abbey and a mosque and synagogue. These visits support the learning of all pupils in a variety of settings during their programmes of study.
- The standard of marking and feedback is very good. There are some excellent examples of focused marking. Written comments by teachers on steps to improve learning are now being used more consistently throughout the school. Pupils are given opportunities to respond to teacher comments which is contributing to enhanced learning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The inspirational headteacher demonstrates and shares a highly ambitious vision for the school and for what every pupil and teacher can achieve. She inspires and supports the whole school community.
- Leaders use a range of monitoring activities to regularly check on the quality of teaching and, as a result, have a very accurate picture of the strengths and areas for development. Clear steps for development are detailed in the school improvement plan.
- The commitment and leadership of the headteacher, who is both knowledgeable and efficient, have had a significant impact on raising standards. Consequently teaching and learning is at a consistently high level enabling all pupils to make good progress.
- All aspects of Religious Education are evaluated regularly and all staff are kept very well informed about the priorities in Religious Education. Leaders and managers use their findings very effectively to promote improvement.
- The Religious Education curriculum is rich and varied, providing a range of interesting activities and imaginative teaching to foster engagement and enable all pupils to make good progress in their learning. The Religious Education curriculum meets the requirements of the Bishops' Conference.
- Sacramental preparation is delivered well and in accordance with Diocesan policy.
- Governors are regular visitors to the school and are routinely involved in a range of monitoring and evaluation activities. They are extremely supportive but also confident in their ability to challenge. They discharge their statutory and canonical duties well.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- St. Godric's is a prayerful community. There is a calm and peaceful ethos throughout the school and this is reflected in the pupils' excellent behaviour and consideration for each other. Pupils' involvement in Collective Worship is a central part of their experience.
- From the earliest age pupils act reverently when participating in acts of worship. Pupils are confident in planning and carrying out Collective Worship using a variety of styles and resources reflecting the liturgical year. They are able to talk knowledgably about the variety of prayers and liturgies that take place.
- Pupils participate in voluntary prayer sessions such as Rosary Club held weekly in St Bede's Chapel.
- Pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Adults are excellent role models for pupils in their response and participation in liturgy and this is evident when pupils lead their own liturgies. The support of the school chaplain is very effective in maintaining high quality worship opportunities across school.
- Pupils confirm that the meditation and reflective colouring sessions are times they appreciate as it helps them reflect in a calm and quiet spiritual environment.
- Pupils enjoy using the Peace Garden as a quiet space to pray and also a sacred place for them to develop their liturgies and Collective Worship.

The quality of provision for Collective Worship is outstanding.

- There is a clear policy for Collective Worship, it is carefully planned and resourced and is central to everyday life at St Godric's.
- There is a rich variety of different forms of worship evident throughout the school. In all areas of the school there are references to prayer and St Bede's Chapel is a designated space for pupils to gather together for worship and personal prayer.
- St Bede's Chapel is used in conjunction with the parish community and provides spiritual development opportunities for pupils and parishioners together.
- The Peace Garden area is used to provide opportunities for a variety of spiritual

experiences led by staff and pupils.

- There is a comprehensive timetable for Collective Worship. Parents, parishioners and governors are invited to share in various acts of Collective Worship and they regularly attend the weekly Masses or liturgies and other timetabled acts of worship.
- The school enhances worship opportunities with the support of the parish youth worker and other groups such as 'More than Dance'. The use of liturgical dance and contemporary music further enhance provision.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- The headteacher has set a very high standard for Collective Worship in school. She leads by example, ensuring that pupils and staff develop a deepening appreciation of the Church's traditions, seasons, rites and symbols and that prayerful, reflective opportunities contribute to the spiritual formation of pupils and staff.
- The governors have invested resources in a school chaplain who supports spiritual development across school. The school chaplain is highly respected throughout the school and effectively leads and supports worship development.
- Leaders regularly review Collective Worship throughout the school. They seek the views of pupils and parents through the use of questionnaires and feedback after school events. Pupil, staff and parent responses are very enthusiastic of their positive experiences and of the school.
- The headteacher and chaplain are passionate that liturgical and spiritual development are priorities for all in school and that time is devoted to this. This is evident in the provision for staff and the variety of opportunities offered to pupils.
- The headteacher has a very visible presence in school and a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring. Effective evaluation of staff strengths has resulted in an effective continuing professional development programme for all staff.
- There is clear evidence of the quality of Collective Worship being monitored and evaluated. It is given a high priority by all leaders and active involvement by governors ensures they have an accurate understanding of the strengths and areas for further development in Collective Worship.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

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CATHOLIC LIFE:

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The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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RELIGIOUS EDUCATION:

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How well pupils achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education.

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COLLECTIVE WORSHIP:

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How well pupils respond to and participate in the school's Collective Worship.

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The quality of provision for Collective Worship.

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SCHOOL DETAILS

School name	St Godric's RC Primary School
Unique reference number	114271
Local authority	Durham
This Inspection Report is produced for the Rt Reverend Seamus Cunningham the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Mr Mark Stephenson
Headteacher	Mrs Catherine Craig
Date of previous school inspection	May 2014
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